

USING PBS TO REDUCE RESTRICTIVE INTERVENTIONS

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OUTLINE

- What is PBS
- Nancy
 - History
 - functional assessment
 - Interventions
 - Outcome
- ABC analysis and interventions

POSITIVE BEHAVIOUR SUPPORT

- Uses science of applied behaviour analysis with values of person centred approaches
- Aims to look at what the person communicates through their behaviour – function
- Behaviour can look the same and have different functions
- If we understand the function interventions are twice as likely to be successful

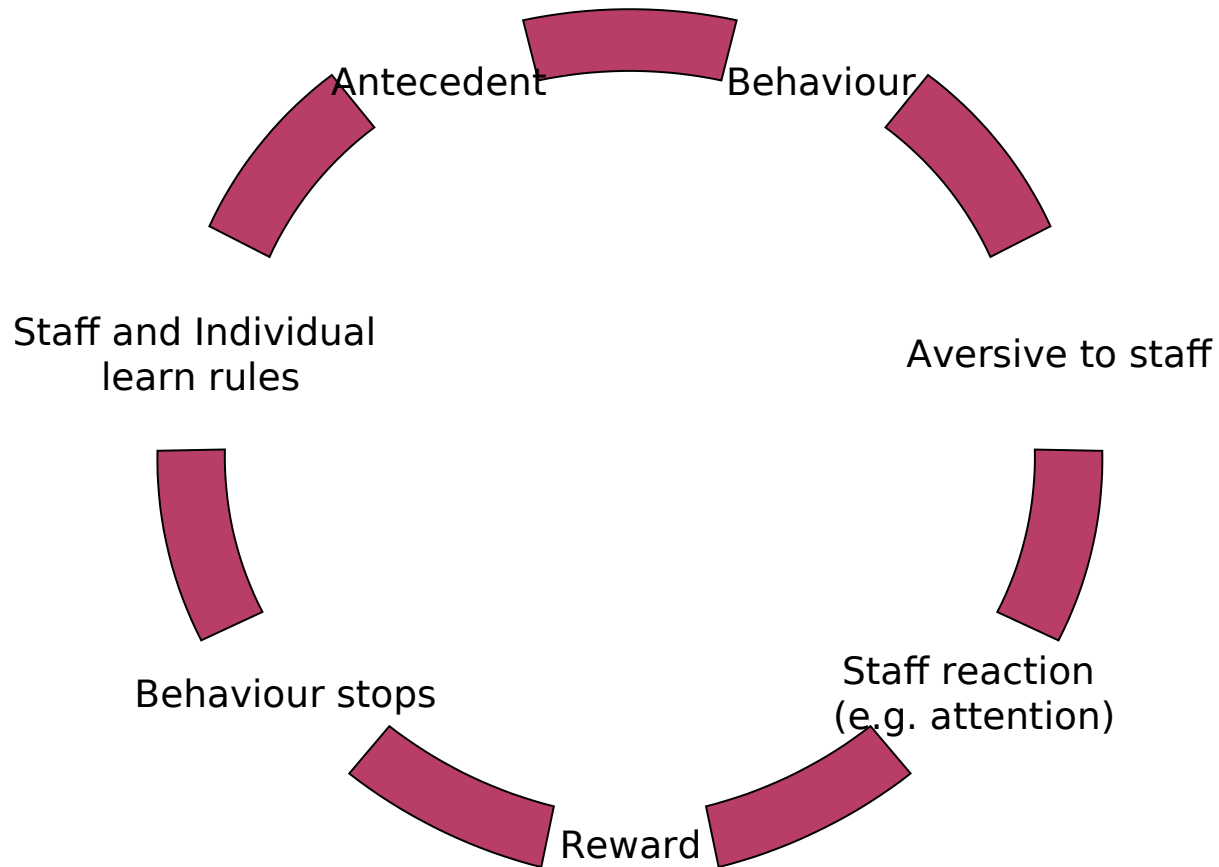
POSITIVE BEHAVIOUR SUPPORT

- Overarching goal is to increase quality of life and behaviour reduction is a side effect
- Behaviour support plans have goals to:
 - Increase quality of life
 - Increase skill set
 - Reduce behaviours of concern
 - Reduce use of restrictive interventions – physical restraints, PRN and environmental restraints.

FUNCTIONAL ASSESSMENT

- Aims to find out what the person is getting/avoiding from the presentation of the behaviour
 - Attention
 - Escape/avoid
 - Tangibles
 - Automatic
- Data driven – talking to the person, interviewing staff, observations, questionnaires and monitoring forms.
- All done with consent/best interests

CYCLE OF BEHAVIOUR



ANTECEDENTS

- Can be short or long term.
- The closer the behaviour happens to the antecedent the easier the relationship is to establish
- Behaviour can have many different triggers

CONSEQUENCES

- What happens after the behaviour
- To have the greatest impact needs to occur as close to possible to the behaviour
- Does not have to occur after every instance of the behaviour to maintain it (e.g. ringing a friend)

NANCY - HISTORY

- Using a day service five days a week
- Had been coming to the service for two years
- During the two years there had be a steady raise in the presentation of physical aggression directed to staff and to other people at the service
- Had one instance of being sectioned for a period of twelve weeks
- Staff were using restrictive interventions in following way:
 - Physical restraint to move Nancy to another space away from people
 - Environmental restraints – staff holding doors to prevent Nancy from leaving the space and eventually Nancy being given her own room away from other people at the service

BEHAVIOURS

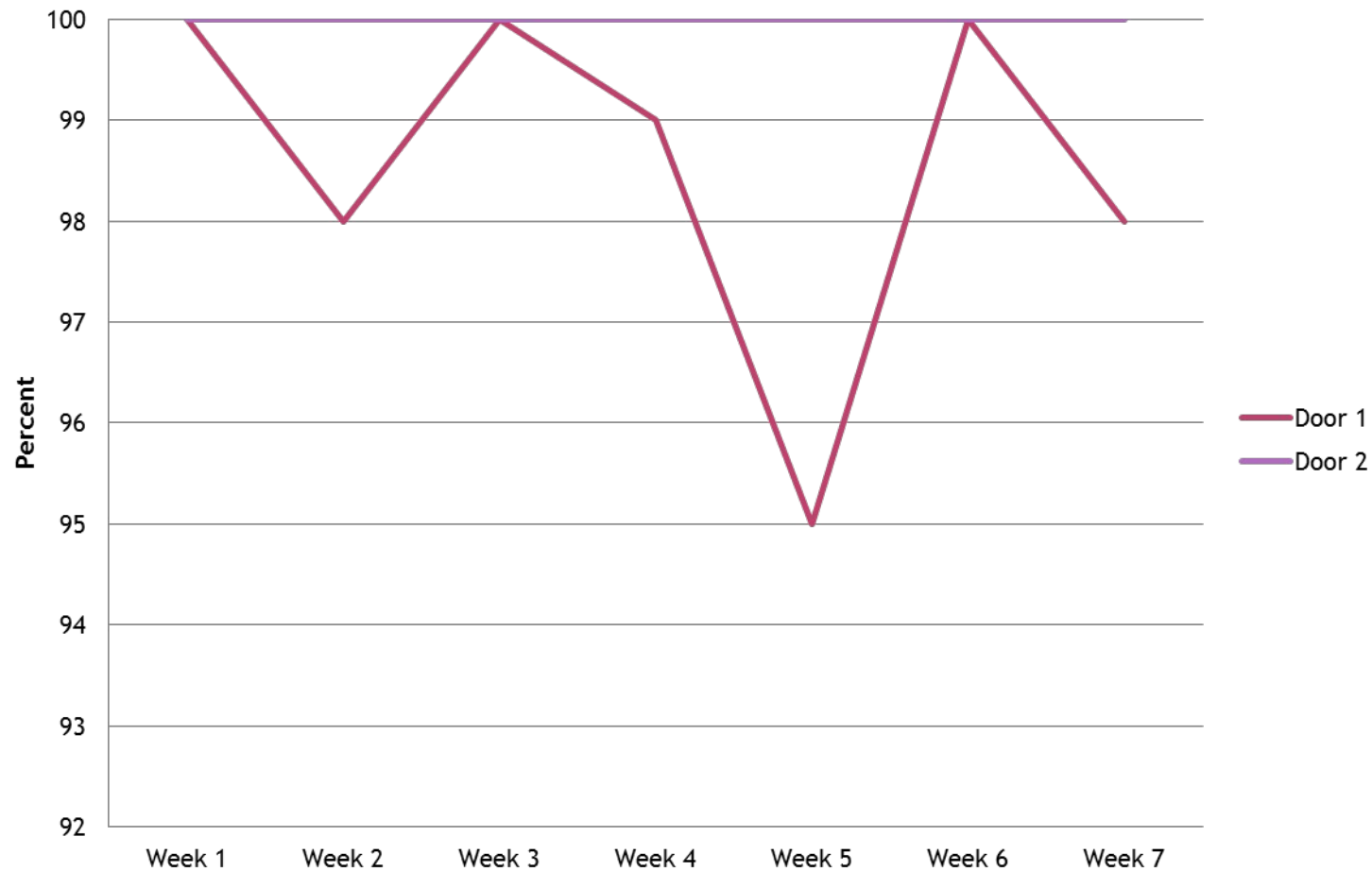
- Raise hand and hold above her head
- Striking person in the face with an open hand.

FUNCTIONAL ASSESSMENT

- Interviews with staff and family – long standing behaviour
- Observations – very difficult as Nancy disliked people within her environment and staff fearful of entering the room
- Monitoring forms – times door closed/open, what staff did in room and why they left

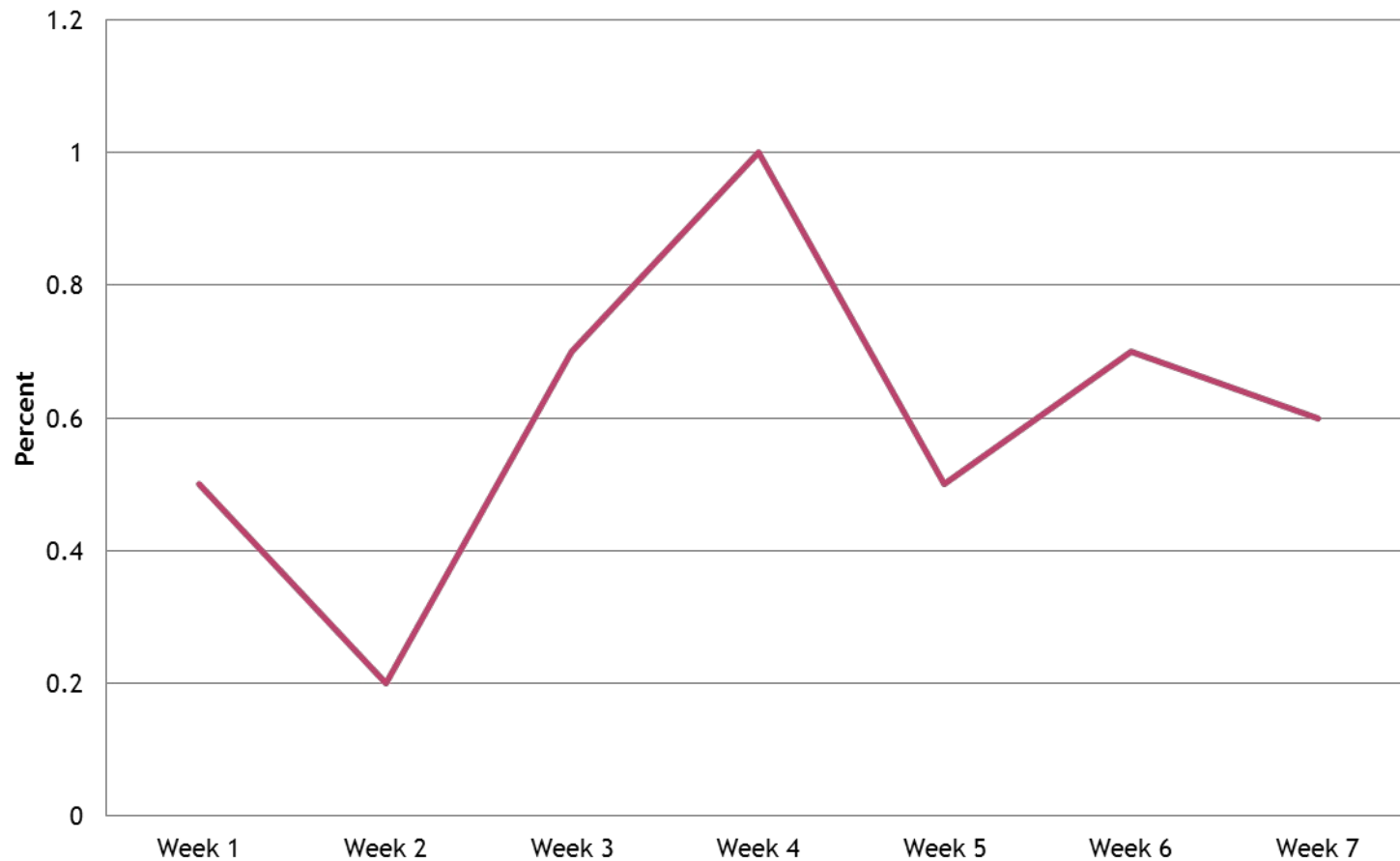
DATA - DOORS

Percentage of Time Doors are Closed



DATA - TIME IN ROOM

Percentage of Time in Room



PRE INTERVENTION

- Spent between 3-3.5 hours a day in room
- Rest of time out on activities including swimming, bowling and walks
- Door one was closed 98% of the time (59 minutes of every hour)
- Door two was closed 100% of the time
- Interaction was very low about 30 seconds in every hour

ABC FORMS

- Staff given ABC forms to complete

A	B	C
Staff entered Nancy's room	Nancy came to staff and raised her hand	Staff left
Staff had been doing activity with Nancy for five minutes	Nancy slapped the member of staff	Staff left and shut the door
Staff entered Nancy's room	Nancy ran to staff with raised hand	Staff asked Nancy to sit down then left
The DVD stopped working so staff went in to fix it	Nancy slapped staff	Staff left, DVD was not fixed until later

FUNCTION

- Escape maintained behaviour – behaviour resulted in people leaving her environment
- When under section behaviour was presented in the same way and resulted in seclusion
- Balancing up time alone, restrictive practice and QoL

POSSIBLE INTERVENTIONS

- When Nancy presents behaviour staff do not remove themselves)
- Staff remove themselves at regular intervals

INTERVENTIONS

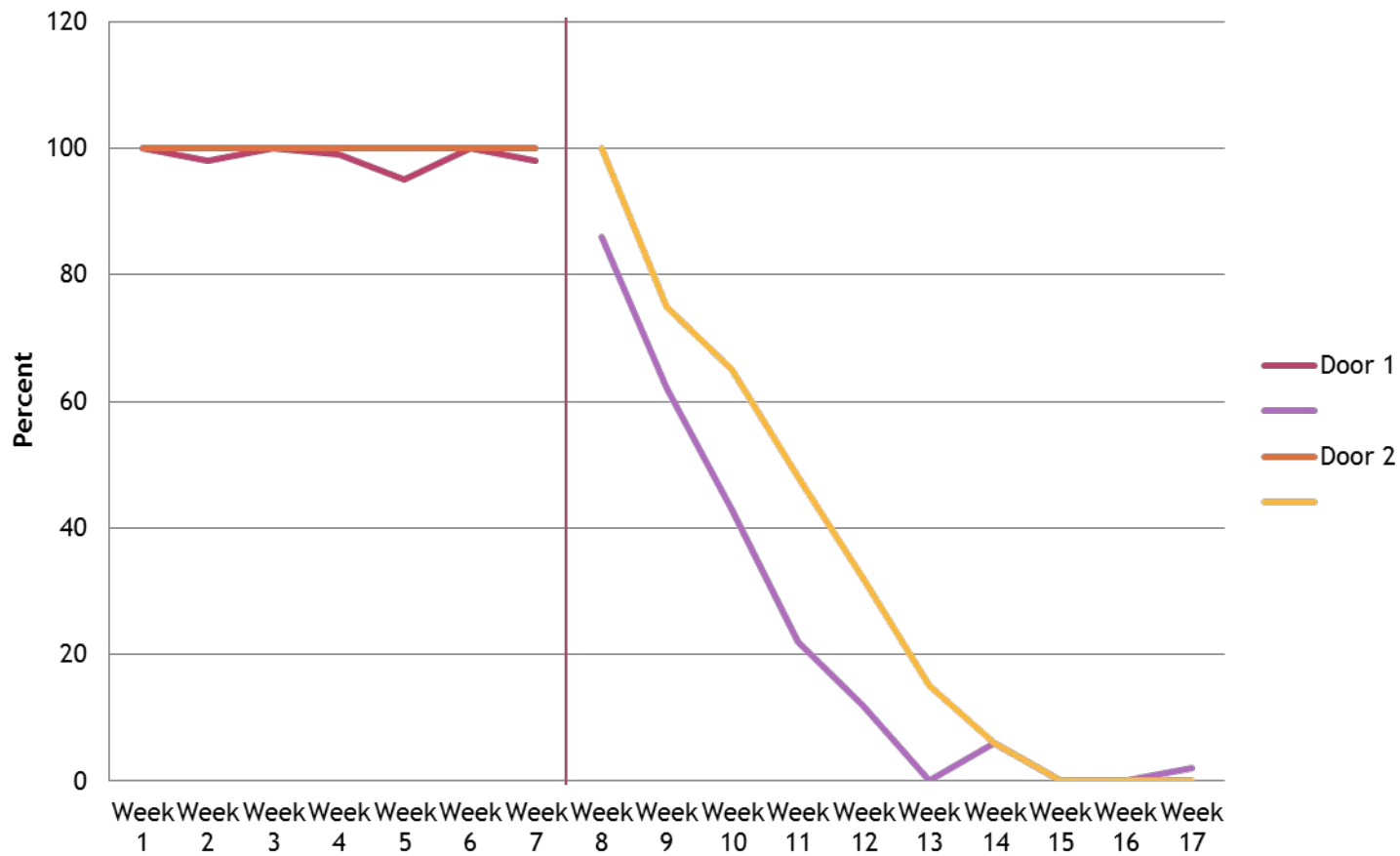
- Timed entry into room – started off as seconds
- Aim to increase once three times successful in a row = no behaviour of concern, precursor or functionally equivalent skill
- Once five minutes in room introduce activities
- Started off with doors shut after entry
- Introduction of another community based activity so out each day
- Modelling functionally equivalent skill – “Later Nancy”

INTERVENTIONS

- All staff trained and competency assessed – all in room
- Behaviour co-ordinator spend three weeks at service modelling and prompting staff, confidence building important
- Once staff were entering room for one minute the door was left open upon them leaving – Nancy did on occasion shut it

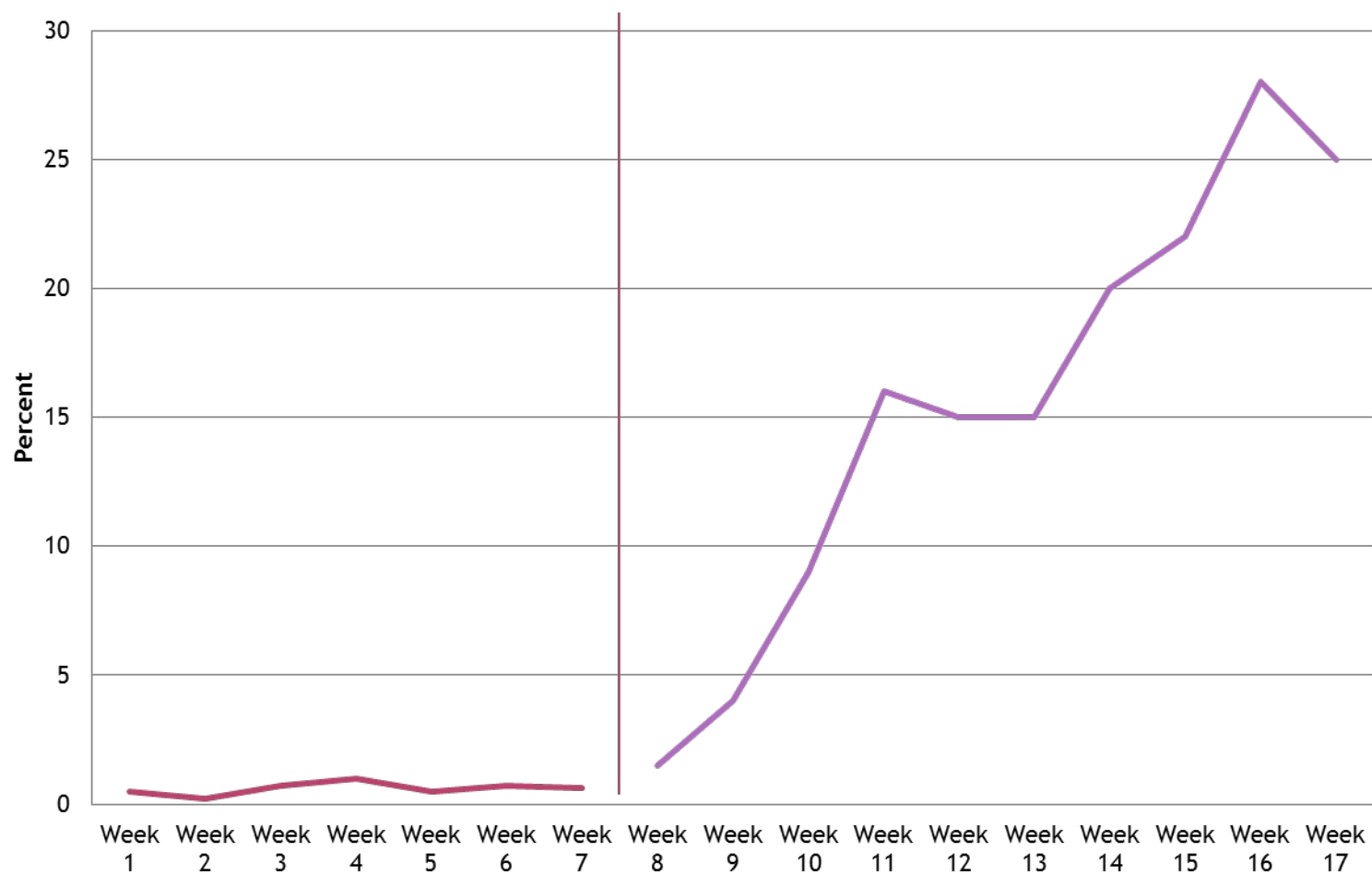
DOOR CLOSURE

Lenght of time door is closed



TIME IN ROOM

Percentage of Time in Room



ACTIVITIES

- Nancy doing very few activities – screen based
- Purchased an iPad – likes youtube
- Likes Disney and Winnie the Pooh
- Seems interested in once and then not again
- Want to do preference assessment but was not possible at start due to Nancy not tolerating presence of people – agreed to do once Nancy could tolerate someone for ten minutes (so preference assessment could be done in five minute slots)

PREFERENCE ASSESSMENT

- Two things presented together Nancy choose one. Everything paired with everything else to get a rank.
- Found Nancy liked the medicine ball – rolling and sitting on, stickers and gloop.
- Extends the activities that can be offered to Nancy

NEXT STEPS

- Nancy to go into the main part of the day service – natural way taking plate to kitchen
- Going to drive through on way back from walk – lead onto getting into restaurant

NANCY BEFORE AND AFTER

Before	After
Door one shut 59 minutes every hour	Door one shut 1 minute every hour
Door two shut constantly	Door two not shut at all
Staff entering the room for less than 30 seconds every hour	Staff entering the room for 15 minutes per hour and increasing
Nancy only watching activities on screens	Nancy using stickers, connect four, gloop, ball games

CONCLUSION

- Celebrate small successes
- Staff consistency is key – train and monitor do not assume
- Be creative
- Address the function
- People who do not use verbal language still communicate – listen to them

WORKSHOP

- Four groups
 - I'll give out some example ABC forms
 - Discuss why behaviour happening – function
 - Develop some strategies
 - Feedback
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- Purpose – strategies based on function are twice as likely to be successful.